**Name**: Marilynne Troiano **Subject Area: English**

**Date**: 07/10/09  **Grade Level: 11H**

**Time Required: 40 min**

**Description**: In this activity, students will select a significant scene from Of Mice and Men. They will choose language from the scene that they feel is most important to dramatize the essence of that particular scene. They will then organize the quoted language in either prose or poetic form to demonstrate the essential meaning of the scene. The final piece of the assignment will consist of an artistic representation of their scene.

**Essential Questions**:

* How can language be reconfigured to provide the essential meaning in a different form?
* How can language be used creatively to enhance understanding of text?

**Standards**:

* ELA 2
* ELA 3
* ELA 4

**Reading Skills**:

* Setting a purpose
* Literal Comprehension
* Evaluative Comprehension
* Making connections

**Thinking Skills**:

* Analyzing
* Evaluating
* Applying
* Generating

**Writing/Speaking Skills**:

* Brainstorming
* Creative composition
* Artistic expression

**Title: Reader’s Theatre: Of Mice and Men**

|  |  |
| --- | --- |
| Objectives:  *At the end of the lesson, students will be able to…* | Assessments:*I will know they can do this because they will…* |
| 1. Use the text in a different format | 1. Create a dialogue or found poem |
| 2. Enhance comprehension of text | 2. Construct a piece that demonstrates the main idea in a different form |
| 3. Work with a partner in a cooperative manner | 3. Pairs will brainstorm |
| 4. Depict their dramatic scene artistically | 4. Create a visual artistic expression of ideas |

## Pre-Reading

**Procedure before Reading**:

1. Provide a teacher-generated model of a Reader’s Theatre composition

2. Set a purpose for reading by asking paired students to choose a portion of the story they felt was powerful or significant.

**Procedure while Reading**:

1. Pairs will brainstorm ideas/opinions on choosing a portion of the text that they want to dramatize.

2. Students will then extract quoted language from the text that is the most meaningful to the main ideas in the scene.

3. Students will then organize the language in a form they decide upon to demonstrate the essential meaning of the scene.

**During Reading**

## Post-Reading

**Procedure after Reading:**

1. Students will be given artistic supplies to create a visual representation of their ideas.

2. Students will present their work in the “Reader’s Theatre,” presentation style.

**Learning Styles: Linguistic, visual, auditory**

**Scaffolding: Teacher-generated model**

**Materials**:

* Copies of Of Mice and Men
* Paper, pens, markers, colored pencils
* Newsprint

\*Please attach all student handouts